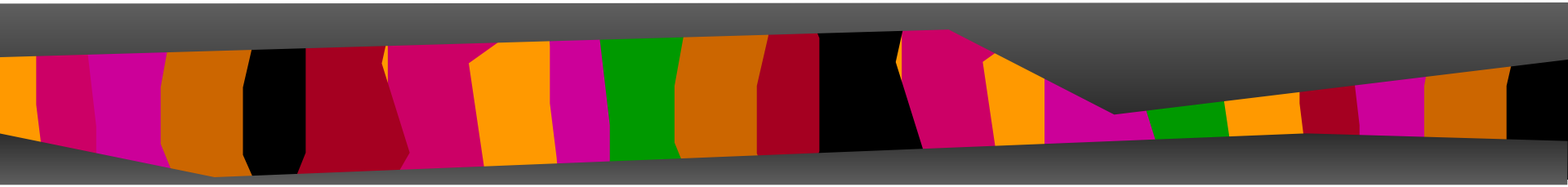


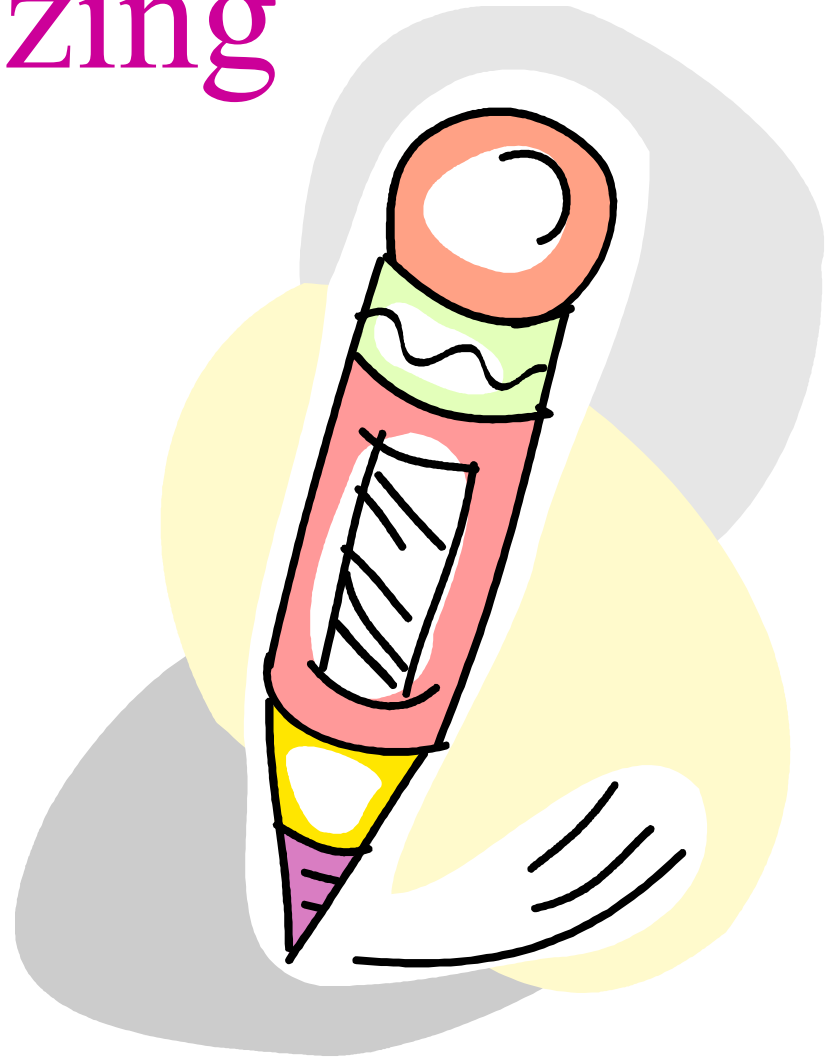
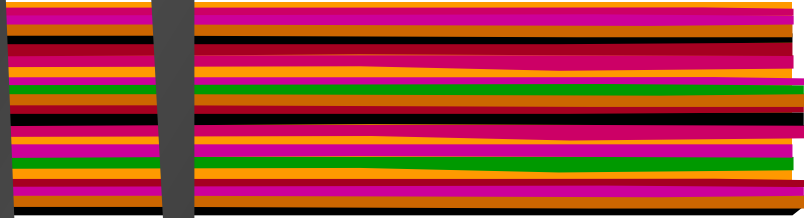
# Instructional Strategies: Summarizing & Note Taking



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# Summarizing



# Personal Reflections



- In what situations is it important for my students to summarize?
- What do I do to help students understand and use the process of summarizing?

# What are the skills?

- To synthesize information
  - Very high level critical thinking
  - The mastery level of many of our content standards
- To distill info into a concise new form
- To separate important info from extraneous info
- To put information into their own words

# Summarizing is Procedural

Summarizing is “procedural knowledge.” If students are expected to become proficient in procedural knowledge, they need to be able to “practice.”

Mastering a skill or process requires a fair amount of focused practice. Practice sessions initially should be spaced very closely together. Over time, the intervals between sessions can be increased. Students also need feedback on their efforts.

While practicing, students should adapt and shape what they have learned.

# Generalizations on Summarizing

## ■ To effectively summarize

Students must delete some info,  
substitute some info, and keep some info

Must analyze information at a fairly deep  
level

- Must be aware of explicit structure of information as an aid

# When & Why We Summarize

- to establish background or offer an overview of a topic
- to describe common knowledge (from several sources) about a topic
- to determine the main ideas of a single source

# Classroom Applications

- Teach students a rule-based summarizing strategy – **MODEL IT**
- Use summary frames
- Teach students the reciprocal teaching strategy
- “Don’t Look Back”
- 1 Sentence Paraphrasing



# What Does a Good Summary Look Like?

## ■ Rule-based summary

- Include important ideas
- Delete trivia
- Delete repeated ideas
- Collapse lists
- Choose or create a topic sentence

# 6 Types of Summary Frames

- Choose the frame that fits the information type

- Narrative

- TRI (topic-restriction-illustration)

- Definition
- Argumentation
- Problem/solution
- Conversation

# Narrative Frame



## The Narrative or Story Frame

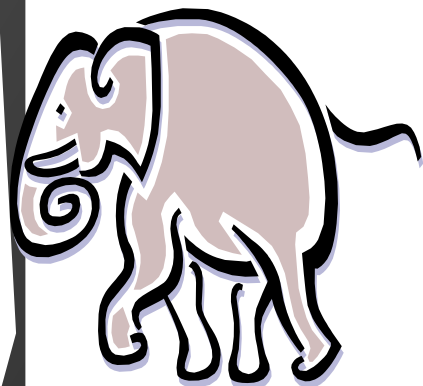
**Passage:** The story *Little Red Riding Hood*

### Frame Questions:

- 1) Who are the main characters in the story? What makes them different from others in the story? *Little Red Riding Hood, her grandmother (Granny), the wolf, and the woodsman. These main characters all play a big role in the story.*
- 2) When and where did the story take place? What was the situation at the time? *Near a wood long ago. The cottage where Red Riding Hood lives is at the edge of the woods. To get to her grandmother's house, Red Riding Hood must go through the woods.*
- 3) What starts the action rolling in the story? *Little Red Riding Hood's mother wants her to take some food to Granny, who is ill.*
- 4) How did the characters express their feelings? *Little Red Riding Hood is excited to go visit Granny.*
- 5) What did the main characters decide to do? Did they set a goal? What was it? *Little Red Riding Hood decides to go see Granny.*
- 6) How did the main characters try to accomplish their goal? *Red Riding Hood sets off through the woods to take the food to Granny. She runs into a wolf along the way. She has never seen a wolf and he seems kind, so she tells him where she is going.*
- 7) How does the story turn out? Did the main characters accomplish their goal? *The wolf runs ahead and gets into Granny's bed, pretending to be Granny. The wolf almost eats Little Red Riding Hood, but a passing woodsman hears her scream and saves her.*

**Summary:** *Little Red Riding Hood* takes place near a wood long ago. The little girl's mother wants her to take some food to Granny, who is ill. Little Red Riding Hood sets off through the woods to take the food to Granny. She runs into a wolf and tells him where she is going. The wolf runs ahead and pretends to be Granny. The wolf almost eats Little Red Riding Hood, but a passing woodsman hears her scream and saves her.

# T-R-I Frame



## T-R-I Frame

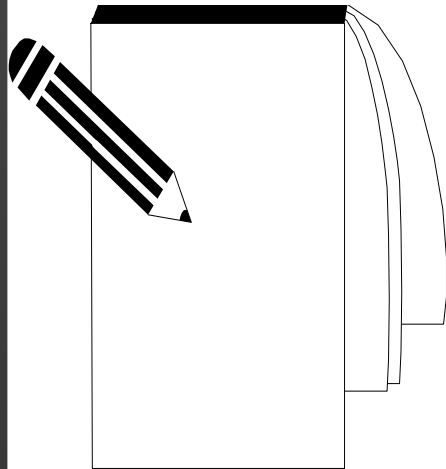
**Passage:** Millions of years ago, giant animals that are now extinct lived on Earth. One of these giant animals was the mammoth, which could be up to 14 feet tall. The mammoth is a lot like the elephant. Both the mammoth and the elephant have a long trunk and tusks. No one knows for sure why all the mammoths died, but scientists think there were a number of reasons. One reason was the weather, which became much warmer. Another reason was that people hunted mammoths to eat their meat and use their fur and bones for warmth and protection.

### Frame Questions:

1. What is the general topic? *Giant animals that lived long ago but are now extinct.*
2. What information does the author give that narrows or restricts the general topic? *One giant animal was a mammoth.*
3. What examples does the author present to illustrate the topic or restriction? *The mammoth could be as tall as 14 feet. The mammoth is like the elephant--both have long trunk and tusks. Mammoths may have died because weather got warmer and because people hunted them too much.*

**Summary:** *A mammoth is a giant animal that lived long ago, but is extinct. Elephants that live today are similar to the mammoth. Warmer weather and hunting may have caused their extinction.*

# Definition Frame



## Definition Frame

**Passage:** There are many different types of quadrilaterals, or four-sided figures, that we learn about when we study geometry. Some of these four-sided figures have unusual names that tell us something about the shape or figure. For example, one type of quadrilateral is the “parallelogram,” which is a four-sided shape whose opposite sides are parallel and the same length. However, this general description fits a number of different shapes. One type of parallelogram that often comes to mind when people first learn about them is a square, which is a shape with four equal sides that meet at right angles. But a square is only one example of a parallelogram. Two others are the rectangle—opposite sides are parallel and meet at right angles—and the rhombus—whose opposite sides are parallel but don’t necessarily meet at right angles.

### Frame Questions:

1. What is being defined here? *A parallelogram.*
2. What general category does the item being defined belong to?  
*Quadrilaterals, four-sided shapes...*
3. What characteristics of the item being defined separate it from other items in the general category? *Opposite sides are parallel and the same length.*
4. What are some different types or classes of the item being defined?  
*Square, rectangle, rhombus.*

**Summary:** *A parallelogram is a four-sided shape whose opposite sides are parallel and the same length. Examples of parallelograms are the square, the rectangle, and the rhombus.*

# The MIDAS Touch

- M – Main Idea

- Identify main idea from Topic Sentence (if there is one) or use Basic Signal Words

- I – Identify supporting details

- D – Disregard unimportant information

- A- Analyze redundant information

- S – Simplify, categorize, and label important information

# Reciprocal Teaching

- Especially effective for struggling readers
- Model the skill for students
- Give them time to practice the skill

## ■ Focus on these skills

### — Summarize

— What was taught?

### — Question

- What was understood or not understood?
- What questions did you have?

### — Clarify

- What words did you not understand?

### — Predict

- What do you think will be taught next?
- How does this concept connect to the real or future world?

# Don't Look Back

## ■ Initial STEPS

- Provide a reading passage
- Ask students to take notes of important details as they read
- When they finish, direct them to turn over or put aside material
- Write what they remember – without looking back
- List details
- Write a paragraph from those details

## ■ Processing the knowledge in student brain – necessary for long-term retention of information

- Provide time for students to share and compare their paragraphs
- Process of sharing helps students PROCESS the knowledge
- Helps them identify additional important info they may have missed



# One Sentence Paraphrase

- Requires students to synthesize information
- Puts focus on bigger picture learning rather than specific details
- Steps in the process
  - Model the process
  - After reading, put away or hide passage
  - Students write one sentence that reflects their understanding
  - Share sentences, looking for similarities & differences

# One Word Summary

- Push students into the habit of picking out important concepts & main ideas
- The WORD doesn't leads to learning – the student rationale reinforces & expands learning
- Steps in the process
  - Following a lesson or reading, direct students to write one word that best summarizes the topic
  - Then students will write a brief explanation that explains the word choice
  - Students share their choices and rationale
  - Encourage or require students to support or refute choices

# Journalism Style & Gist

## ■ Journalism Questions

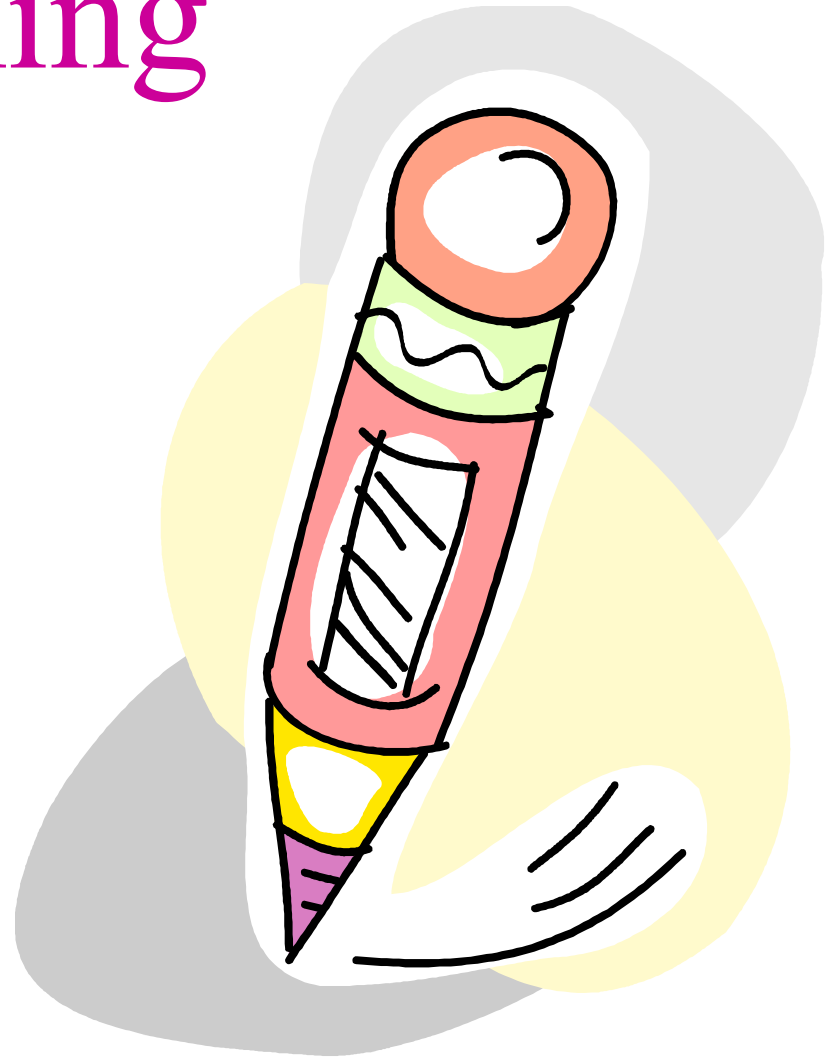
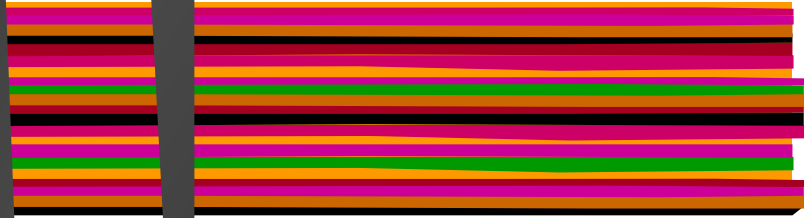
5 W's & the H



## ■ Gist

- Refine and reduce to 20 words

# Note Taking



# Personal Reflections



- What is the purpose of note taking in my classroom?
- What is my personal style for note taking?
- What do I do in the classroom to help students take notes?

# Generalizations on Note Taking

- Verbatim note taking is the least effective way to take notes

- Not engaged in their learning
- Only recording not analyzing

- Notes should be considered a work in progress

- Revise & add to notes

- Notes should be used as study guides for tests

- The more notes taken, the better

# Why Take Notes?

If you do not write anything down,

42% of the information will be forgotten after

20 minutes

56% after 1 hour

66% after 1 day

75% after 1 week

80% after 1 month

# Classroom Strategies

- Give students teacher-prepared notes or note frameworks
- Teach students a variety of note-taking formats
- Use combination notes
- Have students use technology when it's available



# Note Taking Rules

Use key words & phrases

Use symbols & abbreviations

Put only one fact on a line

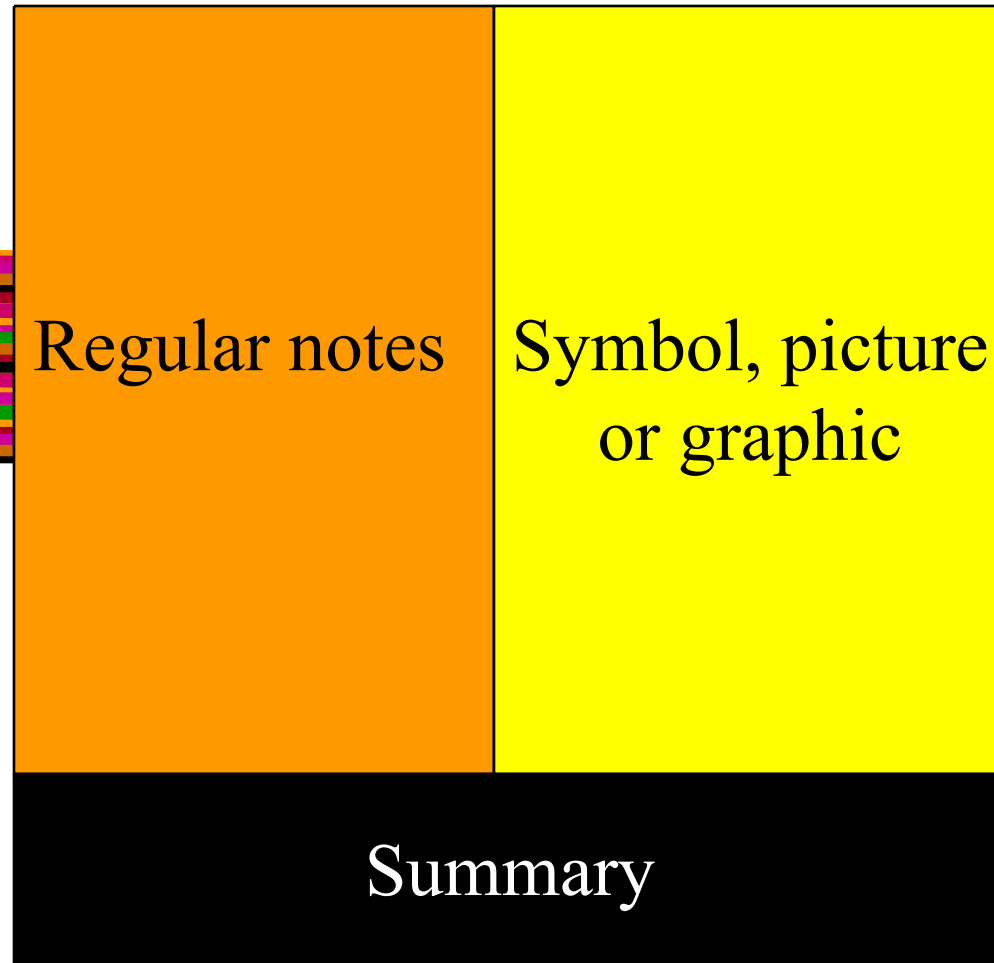
Spread notes out – fill in later

Paraphrase where possible; use synonyms

# Combination Note Taking

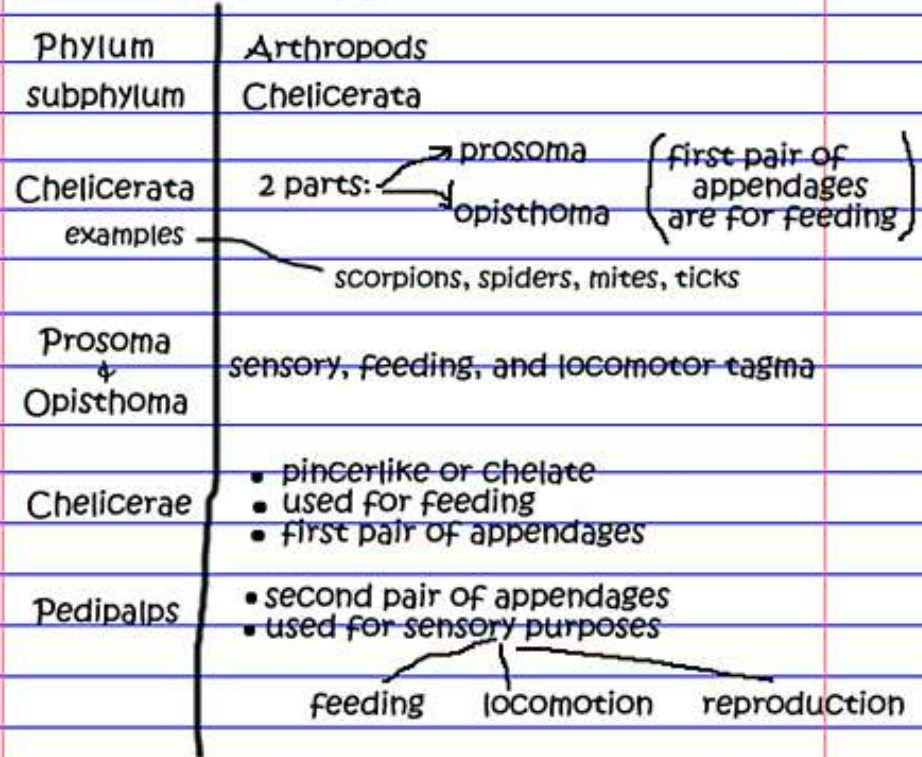
- Combine various formats into one
  - Outlining
  - Webbing
  - Pictographs \*\*\*
- Begin with an inverted T on paper
  - Record facts & notes on left
  - Nonlinguistic representation on right
  - Summarize on bottom
  - Works great in Word/Powerpoint/Journal

# Combination Notes



# Example: Cornell Notes

John Q. Student  
Biology 101  
April 1, 2000



Phylum arthropods is made up of subphylum chelicerata. Subphylum chelicerata is characterized by two parts called prosoma and opisthoma. The prosoma and cephalothorax are sensory, feeding, and locomotor tagma. The chelicerae is the first appendage and refers to the pincerlike. The pedipalps are the 2nd pair of appendages, and they are used for sensory purposes: feeding, locomotion, and reproduction.

# Teacher-Prepared Notes

Models good note taking

Provides a clear framework of important facts

Should be used sparingly

For ELL's & SWD

Notes can take written form with pictorial representations

Notes can take written form with some of the words missing

# Other Note Taking Strategies

## ■ Nonlinguistic representations

- Concept webs
- Flow charts
- Venn Diagrams

## ■ Teacher Prepared Notes

- Cloze notes
- Informal outline
- Skeleton notes

# Technology Tools You Have

## ■ Microsoft Word

- Track changes
- Auto summarize
- Outline view
- Tables (use for combination notes)

## PowerPoint

Tables

Outline using bullet points

Webbing using autoshapes

## Inspiration/Kidspiration

Concept webbing

# Web Resources

- <http://notestar.4teachers.org/>

- Designed for grades 4-12

- <http://thinktank.4teachers.org/>

- Designed for grades 3-8

- Rochester Institute of Technology

- [http://www.rit.edu/~369www/college\\_programs/lng\\_pwr/index.php3?l1=2&l2=1&l3=1&location=211](http://www.rit.edu/~369www/college_programs/lng_pwr/index.php3?l1=2&l2=1&l3=1&location=211)



# Web 2.0 Resources

■ <http://pbwiki.com>

■ <http://docs.google.com>

■ <http://yourdraft.com>

■ <http://www.writeboard.com>

# What Usually Happens

- They write down everything
- They write down next to nothing
- They give complete sentences
- They write way too much
- They don't write enough
- They copy word for word

# What You Want Them to Do

- Pull out main ideas
- Focus on key details
- Use key words and phrases
- Break down the larger ideas
- Write only enough to convey the gist
- Take succinct but complete notes

# What Teachers Need to Do

- Keep in mind—it's not easy

Skills doesn't come automatically

— Just because they are in high school

doesn't mean they have mastered the skill

- Hard to learn/hard to teach
- Model repeatedly
- Give students practice time